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CONCISE GUIDE TO:
A CURRICULUM GUIDE FOR PRIMARY GRADE TEACHERS, MASSACHUSETTS DEPARTMENT OF EDUCATION- HEALTH SECTION

Submitted by

Bernice McCann

(B.S. in Ed., Lowell State Teachers College, 1942)

In partial fulfillment of requirements for

the degree of Master of Education

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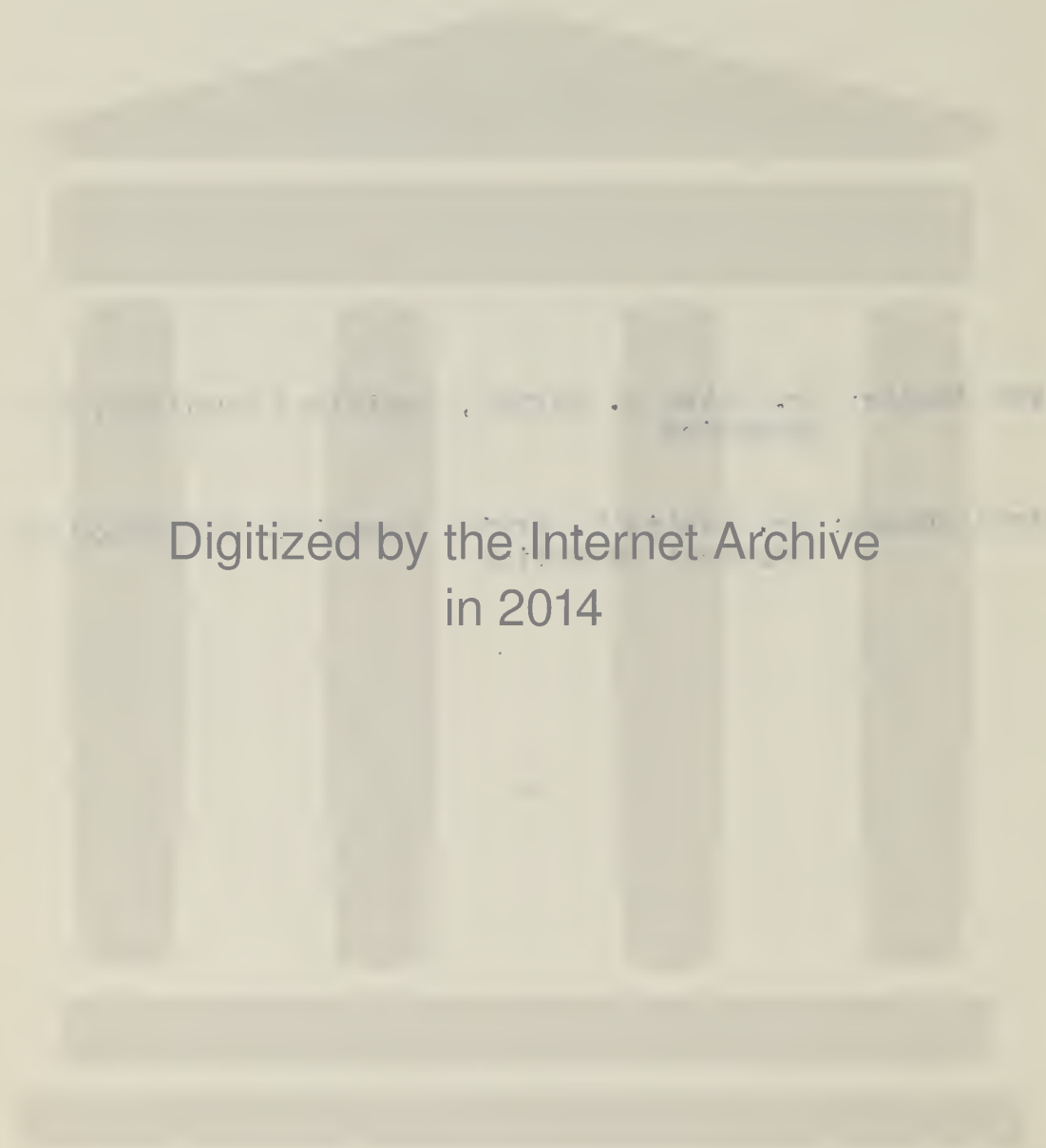

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF THE TERMS USED

There has been great controversy among educators concerning the values of the Traditional Program, which emphasizes subject matter accomplishments, and the Activity Program, which emphasizes the development of the "whole" child by establishing skills and habits, attitudes and appreciations, knowledges and understandings, in achieving educational objectives. During the last seven years, children who have been exposed to this activity program have shown progress, so it seems advisable to use an activity program to accomplish the objectives of the new Curriculum Guide for Primary Grade Teachers, Massachusetts State Department of Education, in its section dealing with health. Therefore, this study offers the results of such a program.

I. The Problem

Statement of the problem. The purpose of this study is to show how the Curriculum Guide can be beneficially supplemented by concrete illustrations of how its objectives may be best accomplished through the activity program.

Importance of the study. After seven years' experience with the activity program, concrete illustrations have proven

to be valuable as a supplement to the Curriculum Guide. Future teachers need analysis before they can apply any new course of study to the individual needs of their classes. What is true of future teachers, who are in the habit of study, is at least equally true of many established teachers who are accepting in this course of study so different a viewpoint from that which they have been using.

II. Definitions of The Terms Used

Activity program. An "activity" seeks to achieve basic educational objectives by actual "doing of" meaningful acts that fit individual needs. The activity program is a planned group of activities, within the limits of individual or group experience. (The types of activity used in this study are: orientation, group discussion, practice and skill, construction, creative and culmination.)

Areas of growth. Throughout this study the term "area of growth" shall be interpreted as meaning the physical and the educational development of the child arrived at by teaching the value and practice of necessary habits, through channels such as organic functions, and adaptation to physical and social environment.

Major fields. The term "major field" shall mean the planned blocks of work by which the area of growth is achieved.

CHAPTER II

REVIEW OF THE LITERATURE

A great amount of literature exists on the use of the activity program. Nearly all of it has been affirmative as to its beneficial results. Where comparison has been made, through control groups, with the traditional program, the findings show that in terms of "knowledge" alone the groups have been about equal. This leaves the activity program with the advantages of superiority in skills and habits, attitudes and appreciations, and understandings, which the traditional program does not emphasize.

Literature on the activity program. Fundamentally, the activity program is not a new conception in education. It was extant in the ancient Sparta and Athens , where all learning was accomplished on an activities basis. Through the ages and up to modern times, emphasis on unduly formalized education drew rebukes from such eminent authorities as Rousseau, Pestalozzi, Froebel, Morrison, Kilpatrick, and Cox. On what constitutes a good education they are in general agreement with E.R. Gabler that it is a"functionalization of subject matter toward molding the character and personality of pupils, together with an integration of subject matter presentation, rather than narrow subject

matter presentation."[1]

In planning an activity program to achieve such an objective, emphasis will naturally be placed on group planning since, as Heise says,[2] "Teachers must deal with children in groups." Such planning, Heise says, ". . . is the key opportunity for setting and maintaining the tone and unity of the group." He holds that the following conditions must exist:

> The problem or project about which the children are to plan must be worth while and meaningful to them. A conscious effort must be made by all members of the group, including the teacher, to respect the personality of each member.
> Each should have a right to express himself without fear of reprisal.
> Each should strive to make decisions in the light of truth, not in terms of emotional attitudes or prejudices. Conflicts should be analyzed carefully and harmonization applied. (3)

The size of the class involved in group planning is important. There are reliable statistics to show that ". . . teachers of the small classes seem to adapt more readily to new conditions and needs than did teachers of larger classes."[4]

1 Earl R. Gabler, "Educational Aims and Objectives of an Activity Program", High Points, 18:28-32, March, 1936, p.32.

2 Bryan Heise, "Design for Group Planning and Action," Childhood Education, 22:330-334, March, 1946, p.330.

3 Bryan Heise, op. cit., p. 331.

4 C.A. Newel, "Class Size and Adaptability"Summary", Teachers College Record, 45: May, 1944, p.556.

In setting up a curriculum on an activity program, the activities should not be used merely as a motivation scheme to teach the 3 R's. On the contrary, the 3 R skills, while admittedly valuable tools, should be acquired incidentally to the program. The curriculum should be based on the environment of the children, and should be expressed in terms of their activities, according to their group and individual needs and understandings. In discussing an activity program in relation to the setting up of a curriculum, Meriam says,[5]

> This trifling with our school work will continue as long as teachers and curriculum makers insist on a curriculum of the 3 R's abstractions from real life, and then resort to activity units in real life as a means of motivating the teaching-learning process.

And again, "Far more fundamental than the so-called fundamentals in school, are the activities in normal life."[6]

Eells says,

> The curriculum may be defined as all the experiences that pupils have while under the direction of the school . . . Courses of study may be defined as that part of the curriculum which is organized for classroom work.[7]

He also agrees that pupil activities should be an "integral part of the curriculum," and stresses " the importance of

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5 Junius L. Meriam, "Activities in the School Curriculum," Teachers College Record, 44: 510-18, April,1943, p.518.

6 Meriam, op. cit., p. 518.

7 Kenneth W. Eells, "Evaluating Pupil Activities," Nation's Schools, 23: 29-31, January, 1939, p. 29.

pupil participation in the control and evaluation of pupil activities."(8)

The activity program has been the subject of extensive experimentation. The reliable statistics that resulted from these experiments justify the use of the activity program in public schools. In the matter of tests and measurements, it is admitted that the results are hard to measure. According to Geyer, however, there has been great improvement in this field. Having studied the work of three hundred pupils in both activity and traditional programs under a careful plan of controlled observation, teachers and observers reported that the activity program resulted in the following advantages:

> it frees pupils from emotional strain, puts sincerity in their efforts and brings better understanding between pupils and teacher, develops a feeling of pride in accomplishment, makes for tolerant understanding, develops power to cooperate without destroying individuality, develops a common spirit of helpfulness in children, improves their health and social adjustment, and brings parents and pupils into closer comradeship. (9)

In more easily measurable attitudes, Collings (McDonald County School) reports these advantages from activity programs.

> Daily attendance improved 93% as against 6%; tardiness decreased 92% as against 6%; truancy decreased 26% as against 7%; corporal punishment decreased 57% against 15%; the number of pupils remaining at the end of the year improved 78% against 2%.

8 Kenneth W. Eells, op. cit., p. 29.

9 Denton L. Geyer, "Results of Activity Instruction- an interpretation of published findings," Journal of Educational Resources, 30: 188-197, November, 1936, p. 189.

He concludes with the question:

> Why the activity plan, when it is able to produce so much impressive evidence in its favor advances so slowly toward general acceptance. (10)

One of the most convincing evaluative studies of the activity program was made in New York City Public Schools. This very extensive test began September, 1935, and was conducted in seventy schools over a six-year period. The first testing was administered in 1937, using nine activity schools and nine non-activity schools. The aim was to determine the relative efficiency in elementary schools. They sought to find out what New York City thought of the activity program; how effective it was; how children and teachers reacted. They found that neither the environment nor differences in scholastic ability need deter extension of the activity program. They also found that,

> On the activity scale, with values ranging from 1 to 5, the mean class-room rating in the activity schools was 3.2 with a range of from 1.0 to 4.8. In the regular schools the mean was 1.6 with a range of from 1.0 to 3.2. (11)

It was further found that:

> There was no evidence that the activity program had attracted more alert, more enthusiastic or better educated teachers. There were some indications it had stimulated teachers to obtain a better understanding of individual children and to pursue more intensive professional study. (12)

10 Geyer, op. cit. p. 194.

11 J. Cayce Morrison, "Is the Activity Program Valuable?" Nation's Schools 30: 41-42, August, 1942, p.41.

12 Morrison, op. cit., p. 42.

Another valuable survey of this experiment resulted in the following conclusions:

> Analysis of variants of the results with the school Practices Questionnaire indicates consistent differences between Activity and Control schools which increase from 1937 to 1940. Differences between individual Activity and Control schools, favoring the Activity schools, are found in all comparisons. (13)

The New York State Education Department, in its survey findings on the activity program, concluded that,

> In reviewing its findings the survey would re-emphasize that the chief contributions of the activity program as conceived and developed in the New York City Curriculum Experiment have been to improve pupils' attitudes, their ability to think, and their social behavior. Nor have these gains been accompanied, as some feared, by significant loss in mastery of the fundamental knowledge and skills. While the balance in favor of the activity program is small, there is the very real possibility of increasing that margin of difference through improving the theory and practice of the activity program. (14)

Among the objections raised to the activity program are, "It is bad for the nervous systems of the teacher and the child and works havoc with their thinking processes. . . . (15) It will be an expensive experiment in even its simplest form. Other objections are that a child may be "seriously

13 Saul B. Sells, "Evaluative Studies of the Activity Program in the New York City Public Schools: a preliminary report," Journal of Experimental Education, 9:310-12, June, 1941, p.319.

14 New York State Education Department, "Activity Program: the program recommended; conclusions and recommendations," High Points, 24:8-19, January, 1942, p. 16.

15 F.M. Crowley, "Activity Program-An Evaluation," School and Society, 49: 541-2, April 29, 1939, pp.541-542.

handicapped or damaged in consequence of experimental activities,"[16] and there is "danger of confusing the philosophy of activism with the activity program."[17] But even while voicing the last noted objection, Fitzgerald comes to the conclusion that :

> In a well ordered activity program there is little danger if the teacher understands the difference in the philosophy of activism and the activity program, and if she understands fully her duties and responsibilities. (18)

None of these objections seem to the writer to be inherent in the activity program. Nor should it be too difficult to overcome the administrative problems they suggest.

Literature on Curriculum Guide. The philosophy on which the activity program is based is inherent in the new Curriculum Guide for Primary Grade Teachers, Massachusetts State Department of Education. In a preamble on the basic principles of elementary education, the Curriculum Guide says:

> The major purpose of elementary education is to insure opportunities for all children to develop those fundamental understandings, skills, habits, attitudes, ideals, and appreciations necessary for living in a democratic society.
>
> The curriculum, which is the sum of all the school-directed experience of children, must be so interpreted as to foster maximum child growth.
>
> We believe that an educated person is quite different from a person who has nothing but narrow academic knowledge and training; that the school has an increasing

16 T.C. Barham, Jr., "How Much Progress through Progressive Education?" School and Society, 55:704-707, p. 704.

17 James A. Fitzgerald, "Possible Dangers of the Activity Program," American School Board Journal, 100: 35-36,May,1940, p. 35.

18 Fitzgerald, op. cit., p. 107.

> responsibility for providing the broadest kind of experience; that a successful democracy depends upon the preservation of self-realization and civic responsibility; that every minute in a schoolroom, every lesson in arithmetic and science and language, properly conceived and properly taught, can help to shape ideas and ideals around and beyond the subject matter itself.
>
> We believe that all subject matter, all theories of organization and all methods and procedures, should alike pass the test of usefulness in child development. Nothing should be retained merely because it is traditional. On the other hand, nothing should be adopted or discarded merely because the fashion of the hour favors such a course of action. The children in our care should be led to be and to become persons educated to live the richest possible lives and to contribute the utmost to their communities. (19)

These principles are so identical with those of the activity program that such a program seems to the writer to be the obvious instrument to effect the objectives of the Curriculum Guide. The writer's opinion is further crystallized by seven years' experimentation with the Curriculum Guide under the direct supervision of its authors.

19 Massachusetts State Department of Education, A Curriculum Guide for Primary Grade Teachers, "Basic Principles in Elementary Education," Chapter I, page 2.

CHAPTER III

MATERIALS USED AND GROUP STUDIES

Charts on integrated subject matter. In the accompanying charts the writer tabulates groups of experiences under the areas of growth and major fields. These charts show the integration of subject matter through the activity program in Grade I. They are grouped so that appropriate selection can be made according to the individual needs of the class. They represent only the material that proved, over a period of seven years, most successful in accomplishing the objectives of the Curriculum Guide.

COURSE OF STUDY

GRADE I

AREA OF GROWTH--ORGANIC FUNCTIONS

MAJOR FIELDS	SKILLS AND HABITS	ATTITUDES AND APPRECIATIONS
Eating		
	1. Asks for foods that help children to grow and keep well, which are plain milk, dark bread and cereal, fruit, vegetables, eggs, fish, meat and butter. 2. Eats candy in moderation, if at all and only at the end of a meal. 3. Drinks water frequently, and avoids tea, coffee and soft drinks. 4. Eats some of every food set before him. 5. Has only milk, plain crackers, or fruit if mid-meal lunches are necessary. 6. Eats only at regular times, and eats three meals daily. 7. Gets up on time to eat a good breakfast. 8. Takes small bites and chews food thoroughly. 9. Goes to the dentist at least twice a year. 10. Brushes teeth at least twice a day.	1. Wants to eat foods which will help him to grow. (see list of habits and skills). 2. Is willing to try unfamiliar foods and is proud of learning to eat them. 3. Eats cheerfully some of all foods set before him. 4. Is pleasant at meal time. 5. Is interested in his growth chart. 6. Is proud of having sound clean teeth.
Elimination		
	1. Goes to toilet at same time each day, for bowel movement. 2. Reports to Mother if bowels do not move daily. 3. Avoids unnecessary delay in emptying bladder. 4. Has reasonable control of bladder.	1. Is willing to take time to have bowel movement. 2. Is matter-of-fact about attending to elimination.
Physical Activity		
	1. Plays several hours out-of-doors every day except in rainy weather. 2. Maintains good posture most of the time (sitting, standing, and in motion)	1. Enjoys active play especially out-of-doors. 2. Appreciates how much good posture improves appearance.

KNOWLEDGE AND UNDERSTANDINGS	SUGGESTED UNITS	SUGGESTED ACTIVITIES
1.Knows the right eating habits for child of his age. (see list of habits and skills).	A.Within the major field good things to eat and drink.	1.Arranging a display actual fruits, vegetables and cereals or pictures of them.
2. Knows the name and appearance of a variety of good foods for children.	a.common fruit b.whole grain cereal c.vegetables d.milk and water	2.Drawing,painting or modeling fruit and vegetables.
3.Knows that children and animals must have the right foods to attain best growth.	II.having breakfast	3.Discuss informally above foods used at home and soon in gardens and stores.
4.Knows that plants,animals and children need water.	a.what to eat and how to eat it.	4.Visitng farm or dairy of show pictures.
5.Knows what constitutes a good breakfast for a child.	B.General Health Units.	5.Using film on "water"
6.Knows what food is good for mid-morning lunch if necessary.	III. A puppy joins the family.	6.Discussing food for best growth for babies and young animals.
7.Knows that teeth are important for chewing of food.		7.Arranging a few suitable breakfast patterns with pictures.
8.Knows that baby teeth will come out and be replaced by grown-up teeth.		8.Periodic weighing and measuring.
		9.Telling story of our teeth.
1.Knows that bowels should be emptied daily at a regular time.		10.Dramatizing breakfast.
2.Knows the correct terms for expressing needs of elimination(bowel movement,urination)		
1.Knows that active play helps animals and children grow.	How to spend our play time.	1.Observation of animals at play.
2.Knows that the best place for children to play is out-of-doors.	Where to play.	2.Learning to play suitable games (see P.E.)
3.Knows how to sit, stand, walk, and run correctly. (see P.E. outline)	When to play.	3.Discussion of suitable times and places for play. (indoors and outdoors)
4.Has a suitable repertoire of physical activities for a child at that age level. (see P.E. outline)		

GRADE I

AREA OF GROWTH--ORGANIC FUNCTIONS (Cont)

MAJOR FIELDS	SKILLS AND HABITS	ATTITUDES AND APPRECIATIONS
Sleep-Rest Relaxation and Recreation	1.Has regular bedtime. 2. Has twelve hours sleep at night. 3.Plays quietly before bedtime. 4.Asks to have fresh air at night. 5.Sleeps with lights out. 6.Tries to relax quickly during rest period and bedtime. 7.Undresses completely and puts on night garments.	1.Goes to bed willingly at proper time. 2.Willing to play quietly or rest at proper time. 3.Enjoys sleeping in a dark well-ventilated room.

AREA OF GROWTH:ADAPTATION TO PHYSICAL ENVIRONMENT

MAJOR FIELDS	SKILLS AND HABITS	ATTITUDES AND APPRECIATIONS
Protection against Disease	1.Does not taste or take bites of other people's food. 2.Washes hands before eating and after toilet. 3.Does not eat food that has been dropped on floor. 4.Uses bubbler correctly. 5.Does not eat unknown berries and leaves. 6.Uses own cup, straw, glass, silver. 7.Keeps hands away from eyes, nose, mouth and ears. 8.Uses own clean face cloth, towel and tooth brush. 9.Never touches eyes except with clean cloth. 10.Uses clean handkerchief or tissue to keep nose clean. 11.Covers nose and mouth when coughing or sneezing.	1. Enjoys cleanliness in regard to person, food equipment as listed under habits and skills 2.Cooperates with those caring for sickness. 3.Observes quarantine willingly. 4.Willing to stay home when ill. 5.Dislikes having flies around. 6.Cooperates when having dental or medical care. 7.Is able to preserve precaution without feeling fear. 8.Wants to have clean sound teeth.

AREA OF GROWTH: ADAPTATION TO PHYSICAL ENVIRONMENT (Cont)

MAJOR FIELDS	SKILLS AND HABITS	ATTITUDES AND APPRECIATIONS
Protection against Disease	12.When sick,keeps away from playmates. 13.Keeps away from those who are sick 14.Reports to older person when ill. 15.Does not put foreign articles in nose, ears, or mouth. 16.Avoids rubbing eyes. 17.Goes to older person if something is in eye. 18.Does not put foreign articles in nose. 19.Does not touch strange animals. 20.Helps keep flies out-closing doors. 21.Helps protect food from flies. 22.Keeps outdoor toilet seats closed. 23.Uses toilet correctly and flushes. 24.Visits dentist twice a year. 25.Visits doctor at least twice a year.	

MAJOR FIELD: Sleep, Rest, Relaxation and Recreation

KNOWLEDGE AND UNDERSTANDINGS	SUGGESTED UNITS	SUGGESTED ACTIVITIES REFERENCES
1.Knows that animals and children need sleep and rest for growth. 2.Knows the right habits for sleep and rest.(see habits and skills) 3.Knows proper bedtime and recognizes it on the clock. 4.Knows fresh air is necessary for restful sleep. 5.Has a suitable repertoire for recreational skills for a child at this age level.	Getting ready for bed. 1.Suitable recreation before bedtime. 2.Personal preparation. 3.Conditions for sleeping.	1.Observing sleep habits of animals. 2.Putting a doll to bed. 3.Listening to poem on sleep. 4.Learning to sing some lullabies. 5.Playing quiet games suitable for use before bedtime.

AREA OF GROWTH: ADAPTATION TO PHYSICAL ENVIRONMENT
MAJOR FIELD: Protection against Disease

KNOWLEDGE AND UNDERSTANDINGS	SUGGESTED UNITS	SUGGESTED ACTIVITIES- REFERENCES
1.Knows right habits for protection from disease for a child of that age(see habits and skills) 2.Knows how to recognize colds in self and in others. 3.Knows how to blow nose properly. 4.Knows how to wash and dry face and hands 5.Knows why objects should be kept out of mouth. 6.Knows how to use bubbler. 7.Knows flies carry dirt and germs. 8.Knows meaning of quarantine signs. 9.Knows what hospitals and clinics are for. 10.Knows there are germs that carry disease.	1.Our friends The Doctor, Dentist, Nurse. a.What they do for us. b.How we cooperate with them. 2.Protecting ourselves from germs. a.Matter-of-fact development of protectives. b.Habits listed avoiding attitude of fear.	1.Visiting Health room. 2.Making acquaintance of doctor,dentist and nurse. 3.Dramatizing health examination(in preparation for actual exam) 4.Learning to use bubbler correctly. 5.Quarantining doll (in time of epidemic) 6.Taking care of sick doll. 7.Observe how birds and kittens keep themselves clean. 8.Learning to wash and dry hands correctly.

GRADE I

AREA OF GROWTH: ADAPTATION TO PHYSICAL ENVIRONMENT

MAJOR FIELDS	SKILLS AND HABITS	ATTITUDES AND APPRECIATIONS
Protection against Injury	1.See Safety Course of Study 2.See P.E.Course of Study 3.Uses scooters and other wheelers in yard and playground rather than in street. 4.Uses suitable home,school, and community play spaces. 5.Considers hazards in select-place to play. 6.Avoids picking teeth and biting hard substances. 7.Does not point gun toys at others. 8.Does not lean out windows or over balconies. 9.Does not run with sharp instruments or objects in hand. 10.Recognizes own seat when furniture is movable. 11.Tells teacher if seat or desk is uncomfortable. 12.Does not swallow or taste pills,medicine, etc.except under direction of a responsible adult. 13.Does not strike anyone about the head or about the ears. 14.Tells teacher if eyes hurt or cannot see the board clearly. 15.When looking at books and pictures: a.does not face direct light. b.holds book correctly c.sits in good light. d.wears glasses if necessary 16.Reports to an adult if cut or injured.	1.Begins to appreciate safety for himself and others. 2.Wants to learn how to play safely. 3.Appreciates help and pleasure which eyes and ears give.

AREA OF GROWTH: ADAPTATION TO PHYSICAL ENVIRONMENT

MAJOR FIELD: Protection against Injury

KNOWLEDGE AND UNDERSTANDINGS	SUGGESTED UNITS	SUGGESTED ACTIVITIES REFERENCES
1.Knows safety habits for child of this age (see habits and skills) 2.Knows where safe play places are. 3.Knows when seat is uncomfortable. 4.Knows that hearing may be injured by very loud noise or blow. 5.Knows where to go for adult if cut or injured. 6.Knows that minor injuries such as cuts, blisters, etc. must be cared for immediately. 7.Knows good reading habits(as listed under habits and skills)	1. The Road to School- development of safety habits involved in the particular situation.	1.Playing the traffic game. 2.Taking a walk with the teacher. 3.Listening to talks on safety by members of the Safety Patrol from Upper Grades. 4.Participating in his seat adjustment. 5.Discussing prevention and cure of injuries, particularly in connection with an accident. 6.Dramatizing correct reading habits under varying conditions at home and at school.

GRADE I

AREA OF GROWTH: ADAPTATION TO PHYSICAL ENVIRONMENT

MAJOR FIELDS	SKILLS AND HABITS	ATTITUDES AND APPRECIATIONS
Adjustment to Atmospheric Conditions	1.Wears suitable clothes which are provided. 2.Removes outside wraps: sweaters, ski pants, overshoes, etc. when indoors. 3.Removes wet clothing. 4.Keeps out of puddles. 5.Does not sit on cold damp ground.	1.Willing to wear proper clothing.

- -

KNOWLEDGE AND UNDERSTANDINGS

1.Becomes conscious of seasonal clothing.

2.Knows what kind of clothing to wear in different kinds of weather.

GRADE I

AREA OF GROWTH: ADAPTATION TO SOCIAL ENVIRONMENT

MAJOR FIELDS	SKILLS AND HABITS	ATTITUDES AND APPRECIATIONS
Relationship with others	1. Is helpful in home in ways suited. 2. Carries on a good deal of recreational activities with members of his family. 3. Is not dependent upon adults for entertainment. 4. Does not make excessive demands upon parents. 5. Respects rights of others but at same time defends his own. 6. Has reasonably good manners at table and elsewhere. 7. Tries to bear pain and disappointment bravely. 8. Is kind to animals. 9. Plays and works pleasantly with others. 10. Is not fearful of people whom he meets. 11. Obeys the rules of the group. 12. Waits for own turn. 13. Is careful of school and community property. 14. Shows regard for both public and private property. 15. Shares in good housekeeping in schoolroom. 16. Helps keep community clean by disposing of waste materials in proper containers. 17. Exercises proper self-control for child of this age in relation to strong emotions, desires and behavior.	1. Has confidence and trust in family. 2. Enjoys family games. 3. Is pleased with achievements of other members of family. 4. Has a cooperative attitude in the home and school. 5. Appreciates what father and mother do for him.

AREA OF GROWTH: ADAPTATION TO SOCIAL ENVIRONMENT

MAJOR FIELD: Relationship with others

KNOWLEDGE AND UNDERSTANDINGS	SUGGESTED UNITS	SUGGESTED ACTIVITIES REFERENCES
1.Understands in some degree contributions of father and mother to home. 2.Knows that even a small child may do much to make a home happy. 3.Knows that child must share privileges of home and attention of parents with brothers and sisters. 4.Knows the manners that a child of his age should have.	Making new friends Week-ends at home-work, play relations with family	1.Discussing likable qualities in children. 2.Giving a party. 3.Having lunch at school. 4.Getting acquainted with school personnel. 5.Telling about or dramatizing home activities.

GRADE I

AREA OF GROWTH: ADAPTATION TO SOCIAL ENVIRONMENT

MAJOR FIELDS	SKILLS AND HABITS	ATTITUDES AND APPRECIATIONS
Personal Appearance and Grooming	1.Dresses self as far as possible. 2.Keeps belongings tidy. 3.Arranges clothes neatly when he goes to bed. 4.Hangs up own outside wraps. 5.Knows how to wash face and hands. 6.Asks to have bath at least twice a week and oftener. 7.Brushes teeth at least twice a day.	1. Enjoys being self-reliant. 2. Likes to take a bath. 3.Enjoys clean clothes. 4.Likes the feeling and the appearance of clean clothes.

GRADE I

AREA OF GROWTH: ADAPTATION TO SOCIAL ENVIRONMENT

MAJOR FIELD: Personal Appearance and Grooming

KNOWLEDGE AND UNDERSTANDING	SUGGESTED UNITS	SUGGESTED ACTIVITIES REFERENCES
1.Knows how to dress.	Getting ready for school	1.Getting ready for morning inspection.
2.Knows that all-over baths make us more pleasant to live with.	Washing and dressing	2.Participating in morning inspection.
3.Knows that clean clothes make us more acceptable.	Eating breakfast (see section on eating)	3.Taking care of own wraps and overshoes.
4.Knows how to brush teeth.	Going to toilet (see elimination)	4.Getting doll ready for school.

Code- The numbers under the headings on this chart refer to the objectives listed in the preceding Course of Study under the same headings and numbers.

AREA OF GROWTH

ORGANIC FUNCTIONS

MAJOR FIELD

EATING

UNIT -- WHAT TO EAT -- HOW TO EAT IT

UNIT PROBLEM What should I eat to make me strong for work and play ?

How must I eat it ?

EXP.SUG.	SUB.INV.	ACT.INV.	SK. HAB.	ATT.APP.	KNOW.UNDER*
Story Telling These stories may be original or refer to reference following charts.	ENGLISH	ORIENTATION GROUP DISCUSSION	1 through 10 depending on material used	1-2-3-4-5-6	1-4-5-6-7
Experience Talking Observation and Discussion of what to eat, and of eating habits	ENGLISH ORAL	GROUP DIS-CUSSION	1 through 10 depending on material used	1-2-3-4-5-6	1-2-3-4-5-6-7-8

*KEY:

Experiences Suggested- Exp.Sug.
Activities Involved- ACT.Inv.
Attitudes and Appreciations Att.App.
Subjects Involved- Sub.Inv.
Skills and Habits- Sk. Hab.
Knowledges and Understandings- Know.Under.

EXP.SUG.	SUB.INV.	ACT.INV.	SK. HAB.	ATT.APP.	KNOW.UNDER.
Rhymes- Poems Jingles Songs Select	ENGLISH Choral Speaking Music	Group Discussion Practice and skill Orienta- tion	1 through 10 Depending on material used	1-2-3- 4-5	1-2-3-4-7
Drama- tization This may be an out- growth of story- telling Eating breakfast, lunch, dinner. Playing store- selecting food.	ENGLISH Language habits	Group Dis- cussion Practice and skill Culminat- ing Construc- tion and creative	1-2-3-4- 5-6-7-8- 10 1	1-2-3-4 1-2	1-2-5-6 2-3-5-6
Experi- ments Water Evapora- tion Plants growing Tumbler Gardens	SCIENCE Oral English	Research Group discussion	3		4
Films	SCIENCE Oral English	Group Dis- cussion	Depending on available films		
Feeding Pets Watching animals grow	SCIENCE Oral English	Group Dis- cussion	4 1	 1	2-3 3

EXP.SUG.	SUB.INV.	ACT.INV.	SK. HAB.	ATT.APP.	KNOW.UNDER.
Construction and Handwork Posters	Construction Oral English	Orientation Group Discussion Practice and skill Construction	1 through 10	1-2-3-4-6	1-2-4-5-6
Mottoes	Construction Oral English	Orientation Group Discussion Practice and skill Construction	1 through 10	1-2-3-4-6	1-2-4-7
Booklets Fruit and Vegetable Free hand drawings Free hand cut outs Magazine cut outs Hectograph coloring	Construction Oral English	Research Group Discussion	1-4-8	1-2-3	1-2-3-7
Food Trays Arrange colored cut-out food patterns on a tray to show model meals	Oral English Result of Construction	Group Discussion	1-4-8	1-2-3	1-2-3-7

EXP.SUG.	SUB.INV.	ACT.INV.	SK. HAB.	ATT.APP.	KNOW.UNDER.
Food Signs (store) Cut pictures from magazines, and stamp on current store price	Construction Oral English Arithmetic	Group Discussion Research Practice and skill	1-2-3	1-2-3	1-2-3-5-6
Rainbow Food Book Red paper cut-out-apple Orange paper-orange Yellow paper-cut-out banana, etc.	Construction Reading Oral English	Research Practice and Skill Group Discussion	1	1-2	1-2-5
Food Color Chart	Con. Read. Oral English	Research Group Discussion	1-2-3-4-5	1-2-5	1-2-3-4

What Color Did You Eat

Red	Orange	Yellow	Green	Blue	Black	Brown

Individual or Class

Milk Chain OOOOO Children add a link to the chain for every bottle of milk ordered each day.	Construction Oral English Arithmetic	Group Discussion Practice and Skill	1-5	1-6	1-6-7-8

EXP.SUG.	SUB.INV.	ACT.INV.	SK. HAB.	ATT.APP.	KNOW.UNDER.
Food Chart Fruit Meat Veg. Bread Milk etc. Ind. to be checked at home.	Con. Oral Eng. Arithmetic M.T.W.T.F. (Days of the week)	Group Discussion	1-4-5-7	1-2-3-5	1-2-3-5-6
Milk Chart-Class M. T. W. T. F. Total Group or Individual	Con. Arith-metic	Practice and skill Group Discussion	1-5	1-6	1-3-6-7-8
Teeth Chart (for the teacher) Corrective Work Completed A.-Name-seating plan B.-Dental Certificates Suggestion-All charts and checking devices should be class and not embarrass the individual.	Oral English	Group Discussion	2-5-8-9-10	6	7-8

EXP.SUG.	SUB.INV.	ACT.INV.	SK. HAB.	ATT.APP.	KNOW.UNDER.
Weight and Health Chart (Health Cards) Parent and Teacher Act. not the child.			For under-weight children check all points- Parent-Teacher		
Individual Growth Chart Arrange for the child to keep his own record. Check himself- to keep up to standard.	Oral English	Group Discussion		Do the children understand for what they are working?	
Health Train Requirements necessary for a ticket to ride the Health Train Check habits established.	Oral English	Practice and Skill Group Discussion Culminating	1 through 10	1-2-5-6	1-2-3-4-5-6-7-8
Exhibition Arrange a display of real fruits- vegetables and cereals.	Art Oral English	Group Discussion Practice and skill Construction and Creative	1-4	1-2	1-2-3
Bulletin Board Arrange mounted pictures of food-original and cut-out.	Art Oral English	Group Discussion Practice and skill Construction and Creative	1-3-4-5 7-9-10	1-2-3-4	1-2-3-4-5-6-7-8

EXP.SUG.	SUB.INV.	ACT.INV.	SK. HAB.	ATT.APP.	KNOW.UNDER.
Clay modeling Fruits and Vegetables	Art Oral English	Practice and skill Construction and Creative	1	1	1-2
Experience Reading The experiences of the children are recorded in large printed charts by the teacher and used for reading classes.	Reading Oral English	Group Dis. Practice and Skill Creative	2-3-5-6 7-8-9-10	1-2-6	1-2-3-4 5-6-7-8
Cooperative Activities Milk Party Making Butter Making apple sauce	Civics	Group Discussion	1-2-3-5-8	1-2-3-4	1-3-6-7
Keeping a Grocery Store	Arithmetic	Group Discussion Practice and skill Construction	1	1-2	2-3-5-6

Code- The numbers under the headings on this chart refer to the objectives, listed in the preceding Course of Study under the same heading and numbers.

AREA OF GROWTH

ORGANIC FUNCTIONS

MAJOR FIELD

ELIMINATION

UNIT AND UNIT PROBLEM-- Omitted in Course of Study

EXP.SUG.	SUB.INV.	ACT.INV.	SK. HAB.	ATT.APP.	KNOW.UNDER.
Teacher-School Nurse-and Parent problem. Provide a toilet period other than recess, morning and afternoon, at least until December. Explain purpose of toilet and recess period. Note children who require other than the provided times. Check individually 1.Those who need to go to the toilet. 2.Those who have worked to capacity and need a rest period instead. 3. Those who just "follow suit." Outstanding cases require nurse and parent observation and discussion.	HEALTH	Group Discussion followed by individual check-up	1-2-3-4	1-2	1-2

Code- The numbers under the headings on this chart refer to the objectives, listed in the preceding Course of Study under the same headings and numbers.

AREA OF GROWTH

ORGANIC FUNCTIONS

MAJOR FIELD

PHYSICAL ACTIVITY

Unit- What to play How to play Where to play

Unit Problems: Where do we play ? What do we play ?

How do we play ?

EXP.SUG.	SUB.INV.	ACT.INV.	SK. HAB.	ATT.APP.	KNOW.UNDER.
Story Telling These stories may be original or refer to References following charts	ENGLISH Drama-tiza-tion	Group dis-cussion	1-2 depending on material used	2	1-2-3
Games (regular play time) Consult Physical Ed. pro-gram.	Phys. Educa-tion	Practice and skill Group dis-cussion	1-2	1-2	1-2-3-4
Experience Talking Outgrowth of Story Telling Observation of animals at play Pictures of ani-mals used.	Oral Eng. Drama-tization	Group dis-cussion Practice and skill	1-2 depending on material used	1-2	1-2-3

EXP.SUG.	SUB.INV.	ACT.INV.	SK. HAB.	ATT.APP.	KNOW.UNDER.
Experience Reading Teacher makes permanent printed reading material out of the experience talking. This may be used for Experience Reading.	Reading	Group Discussion Practice and skill Culminating	1-2 Depending on material used	1-2	1-2-3-4
Rhymes, Poems, Jingles, Songs - Select.	English Dramatization Choral Speaking Music Physical Education	Orientation Practice and skill (if learned)	Depends on material used.		
Dramatization Play all points stressed.	English Dramatization	Research Group Discussion Practice and skill Construction and Creative Culminating	1-2	1-2	1-2-3
Experiments Growing plants indoors- out-of-doors (Spring Season) carrot tops- seeds, etc. sun, shade Films	Science Oral English	Group Discussion (following observation)	1	1	1-2
			Depending on available films		

EXP.SUG.	SUB.INV.	ACT.INV.	SK. HAB.	ATT.APP.	KNOW.UNDER.
Handwork Cut-outs of magazine pictures showing children and animals at play. Paste these on large sheets of paper. Teacher prints stories for Experience Reading.	Construction	Construction Practice and skill Group Discussion	1-2	1-2	1-2-3
Booklets on Play showing Where-When-What Cut pictures-paste and arrange in book. (Pupil Activity)	Construction Oral English	Research Construction Practice and skill Group Discussion	1-2	1-2	1-2-3
Bulletin Board Cut-paste and arrange pictures stressing particular points. Pictures arranged on bulletin board. Creative pictures also arranged on bulletin board.	Construction Art	Group Discussion Practice and skill Construction and Creative	Depending on material used		

EXP.SUG.	SUB.INV.	ACT.INV.	SK. HAB.	ATT.APP.	KNOW.UNDER.
Posters Mottoes Cut, arrange, paste pictures. Children give title. Teacher may print the title.	Con-struction Oral English	Group Discussion Practice and skill Con-struction Creative	Depending on material used		
Collection Collect and arrange suitable games for indoor play. Group children to share each other's games.	Civics Phys.Ed.	Practice and skill	1-2	2	4
Score Cards for games. Teacher may con-struct these. Teacher may also use these games to teach Arithmetic combinations.	Arithmetic	Practice and skill	1	1	4

Code- The numbers under the headings on this chart refer to the objectives listed in the preceding Course of Study under the same headings and numbers.

AREA OF GROWTH

ORGANIC FUNCTIONS

MAJOR FIELD

Sleep - Rest -- Relaxation

UNIT- Getting ready for bed.

UNIT PROBLEM 1. How should we play before going to bed ?

2. How should we get ready for bed ?

EXP.SUG.	SUB.INV.	ACT.INV.	SK. HAB.	ATT.APP.	KNOW.UNDER.
Story Telling a.Bedtime stories These stories should be selected to relax the child. No thought-provoking or over-stimulating stories are suggested. Home activity.	English	Orienta-tion Group Dis-cussion			
b.Rest Period or Milk Period Select according to interests and needs. Refer to Reference following charts.	English Drama-tization		1-2-3-4-5-6-7 Depending on material used.	1-2-3	1-2-3-4

EXP.SUG.	SUB.INV.	ACT.INV.	SK. HAB.	ATT.APP.	KNOW.UNDER.
Experience Talking Observation and discussion of "going to bed" and "getting ready for bed".	Oral English	Group Discussion	1-2-3-4-5-6-7 Depending on material used.	1-2-3	1-2-3-4
Rhymes-Poems-Jingles-Songs Listening to poems on sleep. Particular stress on Lullaby songs. Select. Learning poems to be said to parents before going to sleep.	Literature Choral Speaking Music	Orientation Group Discussion Culminating Practice and skill	6 Depending on material used.		
Dramatization Getting ready for bed. Putting a doll to bed. (doll house)	English	Practice and skill Group Discussion	1-2-3-4-5-6-7	1-2-3	1-2-3-4
Experiments a-Plant growing in fresh air- Plant growing in a covered bottle.	Science	Orientation Group Discussion	4	3	4

EXP.SUG.	SUB.INV.	ACT.INV.	SK. HAB.	ATT.APP.	KNOW.UNDER.
Handwork a-Picture booklet Cut out pictures and paste- Children and animals sleeping. Develop later into Experience Reading.	Construction	Practice and skill Group Discussion	4-5-6-7	3	1-2-4
Bulletin Board Collect-cut out-paste and arrange pictures of children and animals sleeping.	Construction	Orientation Practice and skill Group Discussion	3-4-5-7	1-3	1-2-4
Make a doll's bedroom- with ideal conditions for bedtime.	Construction	Orientation Practice and skill Group Discussion Construction and Creative Culminating	_____	Developed in Dramatization	_____
Make a clock. Construct and set at proper bedtime.	Construction Arithmetic	Practice and skill Group Discussion Construction	1-2	1	1-3

EXP.SUG.	SUB.INV.	ACT.INV.	SK. HAB.	ATT.APP.	KNOW.UNDER.
Frieze-free hand or cut-outs 1.Eat light supper. 2.Play quiet game. 3.Watch clock. 4.Wash up 5.Say night prayers. 6.Kiss parents. 7.In bed at seven. Lights out-fresh air-no radio.	Con-struc-tion	Research Practice and skill Group Dis-cussion Construc-tion and Creative Culminating	1-2-3-4-5-6-7	1-2-3	1-2-3-4-5
"Early to Bed"-device Mr.Bright Eyes Mr. Sandman Mr.Seven O'Clock Dress dolls-Pupil and Teacher Activity		Group Dis-oussion	1-2	1	1-3
Sleep Poem Booklet Teacher hectographs poems. Children make or find suitable pict-ures. Assemble into a booklet.	Con-struction Literature Choral Speaking	Orienta-tion Group Dis-cussion. Practice and skill Con-struction and Creative Culminating	Depends on poems selected and pictures used		

EXP.SUG.	SUB.INV.	ACT.INV.	SK. HAB.	ATT.APP.	KNOW.UNDER.
Experience Reading All hand-work, par-ticulalrly that in-volving group discussion leads naturally into Experience Reading to be prepared by the teacher.	Reading Con-struction Oral English	Group Dis-cussion Practice and skill Culminat-ing	Depends on stories and pictures; but it covers all points if directed properly.		
Games. Quiet play before bedtime. Collect these and learn how to play them.	Phys. Ed.	Practice and skill	3-6	2	5
Keep Your Word Notes from parents checking all points involved. Parent-Teacher Activity	Civics	Group Dis-cussion	1-2	1	3

Code - The numbers under the headings on this chart refer to the objectives listed in the preceding Course of Study under the same headings and numbers.

AREA OF GROWTH

ADAPTATION to PHYSICAL ENVIRONMENT

MAJOR FIELD

PROTECTION AGAINST DISEASE

UNIT Keeping strong and healthy.

UNIT PROBLEM Who helps to keep me a strong, healthy person ?
What do these people do for me ? Mother-Nurse- Doctor-Dentist.

What must I do to help them and myself ?

EXP.SUG.	SUB.INV.	ACT.INV.	SK. HAB.	ATT.APP.	KNOW.UNDER.
Story-telling Original or refer to refer-ence follow-ing charts.	Oral English	Orienta-tion Group Dis-cussion	Depending on material selected		
Experience Talking example* 1. What should I do if I fall down ? 2. Why should I visit the doctor and dentist twice a year ? 3.Why should I not share my ice cream cone ?	Oral English	Group Dis-cussion	1-3-7-8-9-12-13-14-15-16-17-18-24-25	2-4-6-8	1-2-3-5-9-10

* All the statements listed may be put in question form.

EXP.SUG.	SUB.INV.	ACT.INV.	SK. HAB.	ATT.APP.	KNOW.UNDER.
Rhymes- Poems- Jingles- Songs	English Choral Speaking Dramatiza- tion Music	Orienta- tion Group Dis- cussion Practice and skills	Depending on material selected		
Dramati- zation Playing nurse, dentist, doctor and other points listed under Experience Talking (Positive Approach) Taking care of sick doll. (Health exam quarantine)	Drama- tization	Group Dis- cussion Practice and skill Con- struction and Creative	1 through 25	1 through 8	1 through 10
Nature Walks a-Poison leaves and berries b-Observation Watching animals keep clean without touching or scaring. Being careful of stray animals with- out fear.	Science Oral English	Orienta- tion Group Discussion Culminating	5-19	7	1

EXP.SUG.	SUB.INV.	ACT.INV.	SK. HAB.	ATT.APP.	KNOW.UNDER.
Hand Work Free hand colored pictures a. Posters and Mottoes Example Cover Nose Keep Flies Away Better than Candy Cover any points listed under Experience Talking	Con-struction Reading	Orienta-tion Research Practice and skill Group Dis-cussion Con-struction and Creative	Depending on material used.		
Bulletin Board Our Friends Pictures of nurse-doctor-dentist (paste and mount)	Con-struction	Research Group Dis-cussion Practice and skill	25	6-8	9
Exhibition Collection of articles to prevent disease- drinking straws, tissue face cloth and towel-bandages- fly killer, etc. Some of these may be illustrated by dressing dolls.	Con-struction	Orienta-tion Research Group Discussion Construction and Creative Culminating	6-8-10-20-21-24	1-2-5	1-3-7-10

EXP.SUG.	SUB.INV.	ACT.INV.	SK. HAB.	ATT.APP.	KNOW.UNDER.
Experience Reading	Reading English	Practice and skill	Same as under Experience Talking		
a. Stories developed under experience talking (Teacher-Pupil Activity)	Con-struction	Group Discussion			
b. Quarantine signs	Reading		12-13-14	2-3-4	1-8-10
Thinking of Others	Civics	Group Discussion	2-4-10-11		1-2-3-4 6-10
Use of the bubbler Washing and wiping hands					
Blowing nose Coughing into tissue					
Making friends with the School Nurse- Doctor-Dentist			24-25	2-6-8	1-9

Code - The numbers under the headings on this chart refer to the objectives listed in the preceding Course of Study under the same headings and numbers.

AREA OF GROWTH

ADAPTATION TO PHYSICAL ENVIRONMENT

MAJOR FIELD

PROTECTION AGAINST INJURY

UNIT - Keeping Safe

UNIT PROBLEMS : Why must I "stop, look and listen" ?

Where must I play to keep from getting hurt?

How must I play to keep from getting hurt ?

What must I do if I get hurt ?

EXP.SUG.	SUB.INV.	ACT.INV.	SK. HAB.	ATT.APP.	KNOW.UNDER.
Story-telling Original or refer to Reference following Charts.	English	Orientation Group Discussion	Depending on material used.		
Experience Talking Suggestions- Toys-Uses Crossing the streets- Lights Use of toys in proper places (all toys with wheels) Care of toys Out-door games- playground sidewalk yard Use of books- eye protection.	Oral English Dramatization	Group Discussion	3-4-5-15	1-2-3	1-2-7

EXP.SUG.	SUB.INV.	ACT.INV.	SK. HAB.	ATT.APP.	KNOW.UNDER.
Careful of Leaning out of windows Pointing toy guns Shouting in ears Striking head or ears Running with sharp instruments Picking teeth Biting sharp substance Taking medicine.			6-7- 8-9 12-13	1-3	1-4
See a responsible person If hurt If seat is uncomfortable (classroom) If can't see the blackboard or if eyes hurt.			10-11-14-16	1	1-3-5-6
Rhymes-Poems-Jingles Songs	Choral Speech Dramatization Music	Orientation Group Discussion Practice and skill	Depending on material used.		
Dramatization Playing traffic games			Depending on material used.		
Nature Care of injured animals pets-birds.	Civics	Group Discussion		1	

EXP.SUG.	SUB.INV.	ACT.INV.	SK. HAB.	ATT.APP.	KNOW.UNDER.
Handwork Original or cut-out pictures Pictures of Children at Play Injured Pets Safe Play Things and Places Build a Bird House (safety from cats) Safety First	Construction	Orientation Group Discussion Practice and skill	3-4-5-7-12-15-16	1-2-3	1-2-5-6-7
Sand table Coasting scene Skating scene Crossing streets		Construction and Creative	3-4-5-15	1-2	1-2
Experience Reading Result of Experience Talking	Reading English	Group Discussion Practice and skill	Covered under Experience Talking		
Games See Physical Education Course of Study	Physical Education	Practice and skill Group Discussion	4-5-9-13-16	1-2-3	1-2-4-5-6
Kindness to Animal Week Films Listening to talks on Safety Going for a walk	Civics	Group Discussion	Depending on films used 3-16 1	1 1-3 1	 1-7 1

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AREA OF GROWTH

ADAPTATION TO PHYSICAL ENVIRONMENT

MAJOR FIELD

ADJUSTMENT TO ATMOSPHERIC CONDITIONS

UNIT WHAT TO WEAR - WHEN TO WEAR IT

UNIT PROBLEMS: What different kinds of clothing do we wear for different weather ?

What do we wear for autumn, winter, spring and summer ?

EXP.SUG.	SUB.INV.	ACT.INV.	SK. HAB.	ATT.APP.	KNOW.UNDER.
Story-Telling Original or refer to Reference following Charts	English	Orientation Group Discussion	Depending on stories used.		
Experience Talking Suggestions-Respect for others. Stop spread of colds. Remove extra sweaters and outside clothing. (ability to dress and undress.)	English Civics	Group Discussion Practice and Skill	1-2-3-4-5	1	1-2

EXP.SUG.	SUB.INV.	ACT.INV.	SK. HAB.	ATT.APP.	KNOW.UNDER.
Rhymes- Poems- Jingles- Songs Selected	English Choral Speaking Music	Orienta- tion Group Dis- cussion Practice and skill	Depending on material used.		
Drama- tization Use material under Story-Telling- Experience Talking- Rhymes- Poems- and Jingles	Oral English	Group Discussion Practice and skill Construction and Creative	Depending on material used.		
Experiments- Aware of Surroundings Watching (observing) Snow-flakes through magnifying glass. Steam on windows (breath) Formation of ice. Evaporation of water. Condition of the sky. Rain making Spring flowers grow. Buds developing. Weather Chart. Planting seeds. Films Signs of the Four Seasons.	Science	Group Dis- cussion	4-5 Depending on films used.	1	1-2

EXP.SUG.	SUB.INV.	ACT.INV.	SK. HAB.	ATT.APP.	KNOW.UNDER.
Handwork- Bulletin Board Seasonal Pictures Cut-out magazines Original Spring flowers Pussywillows Four seasons Signs of the Reading Four seasons	Con- struction	Practice and skill Group Discussion Construction and Creative	1-2-3-4- 5	1	1-2
Booklet of Seasonal Clothing- Children at play Dress paper dolls		Research Construction	1	1	1-2
Illustrations of poems and songs about the weather.	Con- struc- tion	Creative	1	1	1-2
Experience Reading Developed through Experience Talking	Reading	Group Dis- cussion Practice and skill	1-2-3-4- 5	1	1-2
Games- Seasonal Select from Physical Ed. Course of Study Jump-rope-- Ball-- Jackstones-- Coasting	Physical Education	Practice and skill	1-4-5	1	1-2

EXP.SUG.	SUB.INV.	ACT.INV.	SK. HAB.	ATT.APP.	KNOW.UNDER.
Study of Calendar Seasons of the Year Months of the Year Days of the Year Special Days Counting days Weather chart	Arith-metic	Research Group Discussion Practice and skill	1	1	1-2

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AREA OF GROWTH

ADAPTATION TO SOCIAL ENVIRONMENT

MAJOR FIELD

RELATIONSHIP WITH OTHERS

UNIT- WORKING AND PLAYING WITH OTHERS

UNIT PROBLEMS: How can I best work and play with my family and friends ?

What does my family do for me ?

What do my friends do for me ?

What should I do for them ?

EXP.SUG.	SUB.INV.	ACT.INV.	SK. HAB.	ATT.APP.	KNOW.UNDER.
Story-Telling Original or refer to Reference following Charts.	English Dramatization	Orientation Group Discussion Practice and Skill	Depending on stories used		
Experience Talking Discussion of likable qualities in children.	Oral English	Group Discussion	1-2-3-4-5-6-7-8-9-10-11-12-13-14-15-16-17	1-2-3-4-5	1-2-3-4

EXP.SUG.	SUB.INV.	ACT.INV.	SK. HAB.	ATT.APP.	KNOW.UNDER.
Rhymes- Poems- Jingles Songs Selected Toy Band	English Choral Speaking Music	Orienta- tion Group Dis- cussion Practice and skill	Depending on material used.		
Drama- tization Developed from Story- Telling- Experience Talking- Rhymes- Poems and Jingles.	English	Group Dis- cussion Practice and skill Con- struction and Creative Culminating	Depending on material selected.		
Science The follow- ing sug- gestions are selected primarily to develop group coop- eration with relationship with others:	Science	Research Group Dis- cussion Practice and Skill Construction	8-9-10- 13-14-15- 17	4	2-4

Making a birdhouse or feeding shelf for birds.
Making a Christmas tree for birds.
Helping birds build nests by placing string or hair near nest.
Care and feeding of pets.

Care of plants and school window box.

Planting and caring for bulbs.

EXP.SUG.	SUB.INV.	ACT.INV.	SK. HAB.	ATT.APP.	KNOW.UNDER.
Handwork Chair backs Border for the wall Table cover Doll's clothes-furniture ?	Construction Reading	Practice and skill Group Discussion	1-9-10-11-12-13-14-15-17	1-2-3-4-5	1-2-3-4

Books

1. Family-
Members of the family-snapshots. names printed on pictures.

2. House I live in.
Cut out pictures magazine or original-paste exteriors and interiors.

3. Work of the family-

4. Play of the family

5. Community helpers

Decorations for the room-
for special family days-
Valentine- Thanksgiving-
Christmas- May baskets, etc.

Circus book- animals seen at the zoo.
Posters
Bulletin Board
Original and cut-out pictures.

EXP.SUG.	SUB.INV.	ACT.INV.	SK. HAB.	ATT.APP.	KNOW.UNDER.
Experience Reading Reading Developed from Experience Talking and from any above suggestions.	Reading	Practice and skill Group Discussion Construction and Creative	Depending on material used.		
Games Listed under Phys.Ed. Played at school Home games Before-bed games.	Phys.Ed.	Practice and skill Group Discussion	1-2-3-4-5-7-9-11-12-16-17	2-4	2-3-4
Going to the Store School-store Play-store-price tags. Scoring of Arithmetic games. Ring-toss, ten-pins, rolling ball-shuffle board-bean bag, etc.	Arithmetic	Group Discussion Practice and Skill	1-4-5-6-9-10-11-12-13-14-15-17	4-5	1-2-4
Doing together Visiting a farm, Sharing special day. Having lunch at school. Getting acquainted with school personnel. Toy orchestra. Care for doll and playhouse. Going to the library. Sharing Arithmetic games.	Civics	Group Discussion Practice and skill.	1-2-3-5-6-9-10-11-12-13-14-15-16-17	1-4	2-4

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AREA OF GROWTH

MAJOR FIELD

PERSONAL APPEARANCE AND GROOMING

UNIT - KEEPING CLEAN

UNIT PROBLEMS: What must we do to keep clean?

Why must we keep clean?

How must we care for our bodies? skin-hair-nails-teeth-clothes.

How does this cleanliness help us?

EXP.SUG.	SUB.INV.	ACT.INV.	SK. HAB.	ATT.APP.	KNOW.UNDER.
Story-Telling Original or refer to Reference following Charts.	English Drama-tization	Orienta-tion Group Dis-cussion Practice and Skill Construction and Creative	Depending on material used.		
Experience Talking Men in uniform Getting ready for school parties, etc. What the following do for us - water- soap- toothbrush Include 1-7 under skills and habits	English	Group Dis-cussion	Depending on material used 1 through 7	1 through 4	1 through 4

EXP.SUG.	SUB.INV.	ACT.INV.	SK. HAB.	ATT.APP.	KNOW.UNDER.
Rhymes- Poems- Jingles- Songs- Select.	English Choral Speaking Dramati- zation Music	Orienta- tion Group Dis- cussion Practice and skill	Depending on material used.		
Drama- tization Developed from Story- Telling- Experience Talking- Rhymes- Poems and Jingles Suggestion- Getting doll ready for school.	English Drama- tization	Group Dis- cussion Practice and skill Construction and Creative Culminating	Depending on material used.		
Watching animals keep clean and eat.		Group Discussion			2
Handwork Making toothbrush holders when he knows how to brush teeth. Clothes pin dolls- Willie wash-cloth Tillie tooth brush Teacher makes	Con- struction	Group Dis- cussion Construction	7 5-	 2	4 2-4

EXP.SUG.	SUB.INV.	ACT.INV.	SK. HAB.	ATT.APP.	KNOW.UNDER.
Bulletin Board			1-2-3-4 5-7		1-2-3-4
Actual objects and Uses of each. Pictures- original and cut-outs.					
Experience Reading Reading		Group Dis- cussion	Depending on points covered	1 through 4	1through 4
Developed from Experience Talking.		Practice and skill Creative Culminating	1 through 7		
Suggestions- Individual tooth-brush- comb-face towel and towel. Care of tooth- brush. Taking care of coats- hats- overshoes- rubbers.					
Teacher Device	Civics	Group Dis- cussion	1 through 7	1 through 4	
House of Health or similar device to check all habits established.		Practice and skill.			1 through 4
Morning Inspection					

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Andress, J.Mace, Ph.D., I.H. Goldberger, M.D., Marguerite P. Dolch, Grace T. Hallock. Spick and Span. Boston: Ginn and Company (new edition) ,1945.

Area of Growth- Organic Functions

Major Field- Eating

Unit V- Good Things to Eat and Drink. . . pp.79-101.

Unit VI-Good Teeth (Foods That Make Teeth Grow)...pp.106-109.

Major Field- Physical Activity

Consult Physical Education Program

Major Field- Sleep- Rest- Relaxation

Unit IX- Time for Sleep. . . pp.141-149.

Area of Growth- Adaptation to Physical Environment

Major Field- Protection Against Disease

Unit III- Keep Well. . .pp.41-61.

Unit IV- Take Care of Colds. . . pp.65-77.

Unit VI- Good Teeth (healthy teeth)... pp.110-115.

Unit VII- Take Care of Eyes, Nose and Ears. . .pp.117-127.

Major Field- Protection Against Injury

Unit II- To School We Go... pp.25-39.

Unit VIII- Careful Children At Home. . . pp.129-139.

Major Field- Adjustment to Atmospheric Conditions . . .

Unit IV- Take Care of Colds. . . pp.70-76.

Area of Growth- Adaptation to Social Environment

Major Field- Relationship with Others. The entire text deals with relationships with others.

Major Field- Personal Appearance and Grooming

Unit I- Spick and Span . . . pp. 1-21.

Unit VI- Good Teeth . . . pp.103-105.

Evaluation. The importance of the foregoing studies is suggested by the fact that the adoption of the new Curriculum Guide rested, within the limits of their scope, upon the conclusions they resulted in. Consequently, the concrete illustrations they provide could form a useful basis for guidance.

CHAPTER IV

SUMMARY AND CONCLUSION

This service paper is offered as testimony to the effectiveness of the activity program, and to the appropriateness of its application to the objectives of the Curriculum Guide for Primary Grade Teachers, Massachusetts State Department of Education, since the principles involved are identical. Any supplementary analytical guidance data that can be made available to teachers about to use this new Curriculum Guide should be helpful in mastering the new viewpoint entailed.

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